Attitude of Library Professionals towards Professional Development in Public Sector Universities of Pakistan

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Abstract

The study aims to measure the librarians' opinions about different professional development activities, and investigates the attitude towards learning outcomes of Professional Development Courses PDCs. Quantitative research approach followed by survey design was adopted to meet set objectives of the study. The population of study was consisting upon university library professionals working in public sector HEC recognized universities of Lahore. Census sampling technique was applied. Professional librarians from 15 different universities participated in the study. Questionnaire was shaped to assess attitude of the participants towards PDCs. A total of 67 participants responded the questionnaire. Gathered data was analyzed through Statistical Product and Service Solutions (SPSS) Software. Findings of the study reveal that respondents had positive attitude towards HEC digital library resources, information retrieval techniques, training on research methods and information literacy programs Results showed that the PDCs developed new skills enhanced IT skills; satisfied users' needs), and increased expertise in management. Significant differences were found in attitude of the respondents related to different statements of professional development based upon gender, designation, professional qualification and

experience. This study is a valuable addition in body of literature and a benchmark for the university authorities to adopt PDCs for the implementation of user centered services.

Keywords: Skills, learning; attitude, professional development, university librarians

Introduction

Professional development term is defined as "all activities and efforts by the individual to upgrade his knowledge, abilities, competencies and understanding in his field of work or specialization so that he can become a more effective professional and be able to handle responsibilities of greater scope and accountability" (Stone, 2005). Professional development is highly essential for in-service library professionals and they need to avail professional development (PD) opportunities for grabbing required competencies according to ever-changing job requirements. Skilled library staff is essential to assist in the learning, research, and teaching process of the students, research scholars, and instructors. As stated by (Connor, 2009):

"An academic library's single most valuable resource is its workforce. Without educated, well-trained, and motivated librarians and library staff, an academic library program is ill-prepared to meet the needs of its clientele or the challenges that face institutions of higher education."

Majid (2010) stated that knowledge acquired from formal education became out of dated after five years. Ogunsola (2011) mentioned that capacity building programs were highly useful for the adoption of user centered services in the libraries. Deve and Shaikh (2012) described that implementation of professional development courses led towards smart technologies which assisted in knowing needs of the users. Ajeemsha and Msdhusudhan (2014) asserted that academic

libraries were playing an essential role in supporting research goals of the universities and without skilled library professionals, satisfactory user services could not be provided.

Professional Development Courses (PDCs) are significant for the information professionals keeping in view fast-happening innovation in digital technologies. PD courses provide ample benefits to the working librarians and encourage them to adopt change for the provision of innovative library services to serve the community (O'Neil & Pegrumb, 2018). Anyim (2021) found that library services needed to be re-structured to satisfy the users of modern age. There was a dire need to build required expertise in library professionals so that they could meet information and research needs of the users effectively and efficiently.

Intent of the current study is to assess acceptance attitude of library professionals working in the public sector universities of Lahore, Pakistan towards professional development courses. Library profession is going through revolutionary changes and new technologies are emerging with passage of the time. For the implementation of the latest technological tools to provide innovative services to end users, professional development courses are highly significant for the library professionals. University library is expected to play a leading role to cater to information and research needs of the users. Participation in professional development courses is highly significant for library professionals working in the universities to become skilled for the provision of modern-driven services to the end-users. Past studies showed that the acceptance attitude of university library professionals towards Professional Development Courses (PDCs) was neglected and no comprehensive study was conducted to assess attitude of library professionals towards PDCs. Several studies were conducted to measure attitude towards technology acceptance however area of PDCs acceptance behavior was not studied. Prior studies reported different

aspects of professional development of the library staff. These components were factors leading towards PD (Chan & Auster, 2005; Cossham &Fields, 2006 Jiang & Zhang, 2011;), the relation between theory and professional development of librarians (Alkatheeri, 2019; Alajmi & Alasousi, 2018; Hamid & Younus, 2021; Dina & Olowosoke, 2018; Bristol et al., 2019; Stephen et al., 2020; Anyim, 2021; Anyaegbu & Wali, 2020; Chidiadi, 2019). Previous relevant literature also revealed barriers to the implementation of PD (Imam et.al., 2020; Venturella & Breland, 2019; and Agnes, 2020). Acceptance attitude of library professionals towards PDCs was not covered in past studies.

This area is significant to be investigated for the adoption of professional development courses in the universities to provide required expertise to library staff for the delivery of efficient services. This study will be a valuable addition in literature. Findings and recommendations of the current study will be productive for the top management of universities, and policy makers of the libraries related to the implementation of professional development courses for strengthening the skills of working library workforce in order to increase quality work outcomes. The study will also broaden the outlook of the librarians and open new horizons for Chief Librarians of the academic libraries to work on professional development according to the demands of the present competitive age.

Literature Review

Necessity of professional development courses

Professional development courses are highly beneficial in strengthening professional expertise of university library professionals for the adoption of smart library services in catering information and research needs of the end-users efficiently. As stated by Chaudhry (2001) that

four reasons created necessity of professional development courses which included new technologies in Pakistan, higher education in librarianship, vast and quick growth of new knowledge, changing trends in library operations and finally outreach programs to attract new patrons. Ramaiah and Moorthy (2002) found that Indian universities were playing an important role in improving library services. There was a strong impact of PDCs for the provision of quality services to the users.

Professional Development Courses (PDCs) are very essential for developing skills to meet information and research needs of the users effectively. Bawden et al. (2005) concluded that after getting participation in capacity building programs, information professionals could improve their expertise and provide efficient services to all stake holders. Mahmood and Khan (2007) described that continued professional learning was of great value and library schools in Pakistan should play their vital role in the provision of refresher programs to the old graduates for upgrading their knowledge and skills. They remarked that refresher courses could be provided through initiative of weekends classes.

Professional development courses, formal education and technical skills enhance the expertise of the library professionals. The role of library professionals has become more dynamic in the present age because users demand remote services from the academic libraries (Preston, 2009). Library Schools also have responsibility to equip their graduates with field-required-expertise. Practical skills should be created among library graduates so that they might perform efficient services after being recruited in academic libraries (Majid, 2010). Degree of librarianship prepares a graduate for a competitive job but his skills are polished due to capacity building

programs and professional development courses. Professional development provides life-long learning (Pan & Hovde, 2010).

Academic libraries staff is assumed to carry out value-added services to facilitate the user and support mission of the university. Professional development enables library staff to implement user centered services (Ayob et al., 2011). Deve and Shaik (2012) argued that library staff is the human capital in the organization and training courses enable the human capital to enhance technical skills and also enable them to produce better results at job-place. There is a strong relationship between development courses and staff performance because these courses help the organizations to achieve set objectives. Anwar and Warraich (2013) examined the ways by which the library professionals might engage themselves in professional development activities. They also indicated various sources of professional development including on job training, professional publications, social media tools, seminars, conferences, and workshops.

Bhatti and Nadeem (2014) revealed that library professionals needed trainings on social media tools and online databases for the provision of refined services to the users. Asante and Alemna (2015) recommended that proper budget should be allocated for the training courses for the academic librarians. Farooq et al. (2016) found that there was a huge gap between the perceptions of the librarians related to their present skills and needed skills as the current skills were lower than the desired expertise. The authors observed through the evidence-based study that professional development could produce better results. Rafiq et al. (2017) noted that the role of library schools was very crucial in the development of continued education according to technological changes and challenges of library professionals in learning new knowledge and skills. Sewell and Kingsley (2017) remarked that the librarian's role had changed and he was

assumed to carry out versatile services in the university library to maintain a good repute of the librarianship in the community. Abban (2018) mentioned that professional development courses enabled the professionals to participate more effectively in the routine operations of the library.

Attitude of library professionals towards professional development

Positive attitude of library professionals towards professional development is highly significant for the adoption of user centered services in the university libraries. Mahmood (2002) revealed that the future of academic librarians was not safe without learning new technology. Mathew et al. (2011) mentioned that the technological changes had a positive impact on the attitudes of the library professionals regarding professional development. Chen (2012) concluded that information literacy courses as professional development directly influenced the attitude of library professionals and encourage them to provide valued services to the users. Anasi and Ali (2014) explored the benefits and major challenges of accepting the e-learning for professional development activities. The conclusion of this study showed that electronic learning had opened the new ways for professional learning.

Adequate facilitates to the staff of university libraries encouraged them towards participation in professional development activities (Alajmi & Alasousi, 2018). Motivated and satisfied library professionals had a positive attitude towards the adoption of professional development for the implementation of smart library services (Alajmi & Alasousi, 2018). Library professionals were motivated to actively participate in professional development activities due to sincere leadership of top-level management in the libraries (Anyaegbu & Wali, 2020). Changes in techniques of user services in universities influenced library professionals to take part in professional development activities enthusiastically (Stephen et al., 2021). Proper counseling of

the library professionals influenced them towards capacity building and implementation of user centered services in the universities (Anyim, 2021 and Issa, 2021).

Organizational support from the university (Chidiadi, 2019) and initiatives taken by the policy makers raised positivity level of university librarians (Venturella & Breland, 2019) for the adoption of professional development activities to implement efficient services (Anyim, 2021). Flexible work conditions, congenial job environment and provision of necessary facilities to the library staff encouraged to participate in capacity strengthening programs (Hamid & Younus, 2021).

Research Questions

Following research questions were formulated:

1) What is librarians' opinion about different professional development courses?

2) What is respondents' attitude towards learning outcomes of professional development programs?

3) What is attitude of library professionals towards professional development activities?

Research Methodology

Quantitative research approach followed by survey design was adopted to meet set objectives of the study. Quantitative research technique was applied keeping in view nature and study-objectives. This particular approach is considered suitable to determining beliefs, attitudes, perceptions and behaviors towards any specific phenomenon. The study intended to measure attitude of university library professionals towards professional development so quantitative research method was applied. The population of study was consisting upon university library professionals working in public sector HEC recognized universities of Lahore. Census sampling

technique was applied. Professional librarians from 15 different universities participated in the study. Questionnaire was shaped to get required responses from the participants. There were four parts of the questionnaire which included demographic information of the participants, opinions of the respondents about professional development, attitude of the participants about learning outcomes of professional development courses and acceptance attitude of university library professionals towards professional development. The tool was passed through process of reliability as well validity. Questionnaire was sent to the target respondents. A total of 67 participants responded the questionnaire. Gathered data was analyzed through Statistical Product and Service Solutions (SPSS) version 26. Descriptive and inferential statistical tests were applied to asses attitude of university library professionals towards professional development.

Data Analysis and Interpretation

Demographic Information of the Respondents

Results of the study revealed that the majority of the participants n= 39 (58.2%) were male and n=28 (41.8%) respondents were female (Table 1).

Findings showed that most of the respondents n=35 (52.2%) had their ages between 31-40, followed by 17 respondents (25.4%) who belonged to the age group of 41-50, 12 (17.9%) respondents were in the age group of 21-30 while only n=3 (4.5%) respondents had their ages above 50 (Table 1).

Qualification of the majority of the respondents n= 31 (46.3%) was MLIS, while n=27 (40.3%) respondents had M. Phil/MS degree in LIS and n=6 (9.0%) respondents were Ph.D. and n=3 (4.5%) participants had other qualifications (Table 1).

Findings showed that most of the respondents n=18 (26.9%) had 1-5 years professional experience, followed by 16 respondents (23.9%) who possessed 6-10 years-experience, 17 (25.4%) respondents had 16-20 years working experience, 10 (14.9) participants had 16-20 years-experience, 5 (7.5%) participants had 21-25 years of professional experience while only n=1 (1.5%) respondent had more than 25 years-experience (Table 1).

Results mirrored that the majority of the respondents n=26 (38.8%) were Librarians, n=13 (19.4%) respondents were Senior Librarians. Five respondents (7.5%) were Chief Librarians, and 23 (34.3%) respondents had other designations (Table 1).

Table-1: *Descriptive Analysis about Demographic Information of Respondents (N=67)*

Variables		F	%
Gender			
	Male	39	58.2
	Female	28	41.8
Age (years)			
	21-30	12	17.9
	31-40	35	52.2
	41-50	17	25.4
	>50	3	4.5
Qualification			
	MLIS	31	46.3
	M Phil/MS	27	40.3
	Ph. D.	6	9.0

	Other	3	4.5
Experience			
	1-5	18	26.9
	6-10	16	23.9
	11-15	17	25.4
	16-20	10	14.9
	21-25	5	7.5
	> 25	1	1.5
Designation			
	Librarian	26	38.8
	Senior Librarian	13	19.4
	Chief Librarian	5	7.5
	Any other	23	34.3

Respondents' opinions about different professional development courses

Respondents were asked to mention their opinion about different professional development courses. Acquired results showed that the highest mean score remained for the statements HEC digital library resources (M=4.0); information retrieval techniques (M=3.96); training on research methods (M=3.91); information literacy programs (M=3.90). In the context of research productivity Ahmad, K., Jian Ming, Z. and Rafi, M. (2018) with the technological development the research culture is increasing in LIS professionals. Overall mean score of all the statements

remained above 3 which meant that university library professionals agreed that different professional development courses were very essential for the adoption of innovative library services to serve the users efficiently (Table 2).

Table-2: *Respondents' opinions about different professional development courses (N=67)*

Opinions about PD courses	Mean	Std. Deviation
Library Management Software like Koha etc	3.87	.776
Administrative Skills	3.67	1.036
HEC digital Library Resources/Library guides	4.00	.835
Information Retrieval Techniques	3.96	.843
Data Analysis Tools and Techniques	3.84	.914
Plagiarism Checking Tool Like Turnitin	3.70	1.015
Information Literacy programs	3.90	.873
Trainings on Research Methods	3.91	.965

Note (s): *Scale used: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1*

Respondents' attitude about learning outcomes of professional development courses

Respondents of the study showed positive attitude about learning outcomes of professional development courses. Positive attitude was related to outcomes of different courses which included management of work load, adaptability with changes, satisfaction of users' needs, development of new skills, cope different challenging situations, enhancement of IT skills, increase in management expertise, enhancement in research skills, improvement in communication skills, easy promotions in job. Results show that the highest mean score remained for the statements development of new

skills (M=4.01); enhancement of IT skills; satisfaction of users' needs (M=3.90) and increase in management expertise (M=3.87). The overall mean score for all the statements remained above 3 which meant that the respondents had positive attitude toward learning outcomes of professional development courses (Table 3). Ahmad, K. (2017) identified that the perceptions and attitude of universities librarians' Pakistan found positive for learning the skills, knowledge, library software etc.

Table-3: *Behavior about learning outcomes of professional development courses (N=67)*

Attitude towards learning outcomes of PD courses	Mean	Std. Deviation
Management of work load	3.70	.835
Adaptability with changes	3.78	.794
Satisfaction of users' needs	3.90	.873
Development of new skills	4.01	.826
Cope different challenging situations	3.75	.785
Enhancement of IT skills	3.90	.819
Increase in management expertise	3.87	.815
Enhancement in research skills	3.85	.821
Improvement in communication skills	3.76	.799
Easy promotions in job	3.43	1.131

Note (s): *Scale used: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly*

Disagree = 1

Respondent's attitude towards professional development courses

Findings of the study revealed that respondents of the study had positive attitude towards all statements related to professional development. Results showed that the highest mean scores

remained for the statements: "Easy searching and retrieval; PD refreshes current knowledge and existing skills (M=4.15); assistance in establishing the digital library (M=4.12); and better virtual reference services (M=4.10), and digitization of library resources (M=4.10). Mean score ranging from 4.09 to 4.0 was received for 13 statements related to professional development. These statements included library guides for library users to access digital resources; PDCs enable librarians to provide quick information to users; improvement of library services; help in conducting the orientation sessions for library user; PD provides work efficiency to carry out library operations; improvement of professional status; automation in libraries; PD cultivates research skills; effective outcomes in job; easiness in resource sharing; PD enhances technical skills and information literacy programs for library users. In this perspective, as the findings of Rafi, M., Jian Ming, Z., & Ahmad, K. (2020) revealed that the attitude of university librarians is positive towards the implications of new technologies. The respondents also agreed that professional development facilitated in the marketing of the library product to attract the library users (M=3.97); establishment of resource sharing network (M=3.94); flourishing managerial skill to manage the library (M=3.88); establishment of libraries according to the international standards (M=3.88); improvement in language skills (M=3.78) and developing leadership skills (M=3.76). Overall respondents had a positive attitude towards professional development (Table 4).

Table-4: *Respondent's attitude towards professional development courses (N=67)*

Respondents' attitude towards pd courses	Mean	Std. Deviation
Easy searching and retrieval	4.15	.657
PDC refreshes current knowledge and existing skills	4.15	.634
Establishment of the digital library	4.12	.708

Better virtual reference services	4.10	.800
Digitization of library resources	4.10	.800
Library guides for library users to access digital resources	4.09	.712
PDC enable librarians to provide quick information to users	4.09	.712
Improvement of library services	4.09	.596
Initiation of the orientation sessions for library users	4.07	.703
PD increase work efficiency for library routine operations	4.06	.649
Improvement of professional status	4.04	.824
Automation in libraries	4.04	.684
PDC cultivates research skills	4.03	.738
Efficiency in job	4.03	.758
Easiness in resource sharing	4.03	.738
New skills are developed	4.01	.826
PD enhances technical skills	4.01	.769
Information literacy programs for library users	4.00	.718
Marketing of the library products	3.97	.778
Establishment of resource sharing network	3.94	.919
Development of digital Repositories	3.91	.996
Trainings on Research Methods	3.91	.965
IT skills are enhanced	3.90	.819
Users' needs are satisfied quickly.	3.90	.873
Information Literacy programs	3.90	.873

PD flourishes managerial skill to manage the library	3.88	.708
Establishment of Libraries according to the international standards.	3.88	.862
Trainings on latest services in library.	3.87	.983
Management skills increase	3.87	.815
Trainings on library products marketing	3.85	1.019
Research skills are enhanced	3.85	.821
Citation Management	3.82	.984
PD improves language skills	3.78	.885
Effective change management	3.78	.794
PD develops leadership skills	3.76	.676
Communications skills are enhanced	3.76	.799
To face challenging situations effectively	3.75	.785
Management of work load	3.70	.835
Capacity building of professionals on acquisition	3.64	.933
Effective documentation skills	3.60	.970
Promotions in job become easy	3.43	1.131

Note (s): *Scale used: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly*

Disagree = 1

Gender based difference in attitude relation to adoption of PDCs

An effort was made to identify significant differences in the opinions of library professionals related to statements showing attitude towards professional development based on

the participants' gender. For this purpose, Independent Sample T Test was applied. Significant difference based on the participants' qualifications was observed only one opinion which was: "PD refreshes current knowledge and existing skills (Sig. 0.0228*)". Hence, it is concluded that there is a statistically significant difference in the attitude of male and female respondents related to one characteristic of professional development activities that these refresh knowledge and skills. In universities of Pakistan library professionals are increasing their skills and learning the analytical tools with the development of information communication and digital environment technologies (Islam, A. A., Ahmad, K., Rafi, M., & JianMing, Z. 2020).

Table-5: *Gender based difference in attitude relation to adoption of PDCs*

Statements	F	Sig.	T	df	Sig. (2-T)	Mean
Information literacy programs for library users	2.546	.115	.000	65	1.000	.000
Automation in libraries	1.890	.174	.451	65	.653	.077
Digitization of library resources	1.091	.300	-.951	65	.345	-.189
Establishment of Libraries according to the international standards	2.785	.100	-.671	65	.505	-.144
Marketing of the library products to attract the library users	2.571	.114	-.264	65	.792	-.051
Orientation sessions for library users	.515	.475	.381	65	.704	.067
Establishment of resource sharing network	.449	.505	-.717	65	.476	-.164
Establishment of the digital library	.001	.976	-.577	65	.566	-.102
Library guides for library users to access digital resources	.916	.342	-.865	65	.390	-.153

PD enhances technical skills	.015	.902	.454	65	.651	.087
PD provides work efficiency to carry out routine operations	.564	.456	.255	65	.800	.041
			.270	64.906	.788	.041
PD improves language skills	.040	.842	-.914	65	.364	-.201
PD flourishes managerial skills to manage the library.	1.032	.313	-1.174	65	.245	-.205
PD develops leadership skills.	3.242	.076	-1.359	65	.179	-.226
PD cultivates research skills.	.824	.367	-1.408	65	.164	-.255
PD refreshes current knowledge and existing skills.	5.127	.027	-2.352	65	.022	-.357
Improvement of library services	.068	.794	.209	65	.835	.031
PD enable librarians to provide quick information to users.	.450	.505	-.865	65	.390	-.153
Easiness in resource sharing	.133	.717	-.388	65	.699	-.071
Easy searching and retrieval	1.102	.298	.442	65	.660	.072
Efficiency in job	.077	.782	1.946	65	.056	.358
Improvement of professional status	.095	.759	.977	65	.332	.200
Better virtual reference services	2.024	.160	-.023	65	.982	-.005

Note (s): Alpha value for significant difference (p=0.05) *

Discussion

Results of the study showed that majority of the participants agreed with the effectiveness

of professional development activities. They believed that continuous professional learning was

very vital as it assisted in grabbing required skills according to the emerging tools in the field. In the workplace, many changes keep on taking place, and to adapt to changing situations, updated knowledge and skills are required for which PD is highly significant. HEC Digital Library Resources were rated the most effective in terms of professional worth and to satisfy users' needs, quickly and efficiently. These results are similar to the research findings of Bawden et al. (2005); Mahmood & Khan (2007); Preston, (2009); Majid (2010), and Pan & Hovde (2010).

Majority of the respondents had positive attitude related to benefits of professional development. According to the respondents, PD courses enabled library staff to manage work-load efficiently, developed skills of adaptability to accept emerging changes, satisfied users' needs, cultivated new set of skills, created expertise to cope with challenging situations, enhanced IT proficiencies, increase management skills, developed leadership traits, enhanced research skills, improved communication abilities and provided promotion opportunities in job. Development of new skills was the most worth mentioning effective learning outcome of the professional development activities as rated by the respondents of the study. Reason behind this finding is that library staff becomes more competent after participating in professional development activities and performs value added services through the new learned skills. Public sector universities in most of the cases provides free learning opportunities and staff capacity is strengthened through such PD activities. After learning new approaches and techniques, university library staff members carry out efficient services to meet organizational objectives. These results are similar to the findings of the researches conducted by Ayob (2011); Deve & Shaik (2012); Bhatti & Nadeem (2014); Mathew et al. (2011); Chen (2012), and Anasi & Ali (2014).

Findings of the study revealed that university library professionals had a positive attitude towards professional development courses. They realized that adoption of user centered services was not at all possible without skilled and motivated staff. Professional development courses created required skills in library manpower to perform traditional and innovative services smoothly and effectively. Routine operations of the university libraries were transformed due to professional development and capacity building programs. New changes occurred in workplace through new learning and skills. The participants mentioned that professional development activities had a sound impact on smart library services. These results are similar to the results of the research study conducted by Alajmi & Alasousi (2018).

Participants of the study mentioned that professional development activities enabled for easy searching and retrieval process, up-gradation of current knowledge and existing skills. Establishment of the digital libraries, provision of better virtual reference services. The digitization of library resources, development of library guides for library users to access digital resources. The delivery of quick information to users, improvement in the dissemination of library resources & services, initiation of the orientation sessions for library users. Increase in work efficiency to carry out routine operations of the library, up-gradation of professional status, automation of the libraries, development of research skills, efficient output, easiness in resource sharing. The development of new skills, enhancement of technical skills, information literacy programs for library users, marketing of the library products, establishment of resource sharing network. The development of digital repositories, enhancement of IT skills, satisfaction to users' needs, development of management and leadership skills, establishment of libraries according to the international standards., With this, the improvement in language skills, stress management, and

effective documentation skills. These findings are similar to the research-results of Anyaegbu & Wali, (2020); Anyim, 2021; Issa, 2021, and Stephen et al. (2021).

Findings of the study showed that significant differences were found in attitude of the respondents related to different statements of professional development based upon their gender, designation, professional qualification and experience. These statements were related development of leadership skills, quick information to users, automation in libraries, establishment of libraries according to international standards, and up-gradation of existing knowledge and skills.

Conclusion

In light of the above-elaborated findings, it is concluded that after some years of the accomplishment of the formal degree of Library & Information Science, most of the library professionals don't remain updated in knowledge and relevant skills due to rapid changes in the field. Their knowledge and expertise become outdated with the passage of time. In such situations, continued professional learning is highly significant. Library professionals need professional development courses for grabbing required skills for the adoption of user centered services. Professional development cultivates innovative expertise in library professionals and encourages them to implement emerging technological tools in the libraries to cater to information and research needs of the end-users through the utilization of the latest methods and techniques.

Recommendations

Top management of the universities should encourage library professionals to take part in professional development activities for meeting organizational objectives. Professional development courses should be launched to equip the library staff with required skills. Professional associations and leadership of the libraries in the universities should play an active role to launch

capacity building programs to strengthen the skills of library professionals for getting fruitful outcomes. There should be a professional development unit in the universities for the provision of continued professional learning opportunities to make the manpower skilled and competent. Policy makers and relevant stake holders of the universities should consider the adoption of professional development courses carefully and plan for the implementation of relevant courses to enhance technical skills of the library professionals for the provision of refined services.

Implication

This study has practical implications for the top-level administration of the universities, Chief Librarians of university libraries, concerned stake holders of professional associations, universities and the library professionals to use the results of this research as a benchmark to develop professional development courses for the implementation of user centered services.

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